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ABSTRACT

This conference sought to bring to the attention of a broad audience of educators the problems facing Spanish-speakers in this country. The speakers, including Congressman Herman Badillo of New York, all agreed that not enough was being done to assist the person of Spanish background in adapting to a new and foreign culture, and presented specific examples of problems which arise in this clash between two cultures. The conference concluded that much more had to be done to aid the Spanish-speaking person, especially in the field of bilingual education. The appendixes, which amount to almost half the report, provide a roster of participants, a list of Puerto Rican Studies Programs in the Delaware Valley, a statewide design for bilingual education, and a selected bibliography. (SK)

ED 071514

CONFERENCE REPORT

on

AQUÍ SE HABLA ESPAÑOL

A conference on the role of educational institutions
in solving problems related to the identity, status
and future of Spanish-speaking peoples of the United States.

April 16-17, 1972

Conference Center

The Pennsylvania State University

University Park, Pennsylvania

Organized by

The Latin American Studies Committee

The Pennsylvania State University

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Conference Report Committee

Martin S. Stabb, Chairman
Lester S. Golub
Thomas A. Kelly

FL 003 794

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I. PROGRAM

1. Keynote Address: Congressman Herman Badillo, 21st District, New York

"The Hispano-American--Hispano or American?"
Address followed by discussion period
Sunday, April 16, 1972, 8:00 p.m.
Auditorium, Conference Center

2. Panel Discussions

Panel A: "Hispanic Identity in American Society: Basic Questions"
Monday, April 17, 9:00-10:30 a.m.
Room 312, Conference Center

Distribution of Spanish speakers in the United States; Hispanic vs. Anglo life styles, values, traditions; relations with other ethnic groups; relations between Puerto Ric ns, Chicanos, Cubans, etc. Political and economic problems of the hispanohablante in the United States. Regional differences, racial and ethnic discrimination, etc.

Moderator: Martin S. Stabb, Chairman, Latin American Studies Committee and Head, Department of Spanish, Italian and Portuguese, The Pennsylvania State University

Panelists: Rodolfo Alvarez, Department of Sociology, Yale University

Antonio Valcárcel, Puerto Rican Research and Resources Center, Washington, D. C.

Anna Stevens, Educational Opportunity Program, The Pennsylvania State University, formerly with ASPIRA, Philadelphia, Pennsylvania

Panel B: "The Hispano and the Educational Establishment"
Monday, April 17, 10:45-12:15 p.m.
Room 312, Conference Center

Bilingualism, biculturalism and basic education. Role of colleges and universities in preparing teachers for bilingual and bicultural situations. The role of ethnic studies (Puerto Rican Studies, Chicano Studies) in higher education.

Moderator: Lester S. Golub, College of Education, The Pennsylvania State University

Panelists: Bruce Gaarder, United States Office of Education, Department of Health, Education and Welfare, Washington, D. C.

Joseph Michel, Foreign Language Educational Center, University of Texas, Austin, Texas

Eduardo Seda Bonilla, Director, Puerto Rican Studies, Hunter College, City University of New York

Luncheon: Penn State Room, Nittany Lion Inn, 12:30-1:30 p.m.

Panel C: "Bilingual and Bicultural Programs in Pennsylvania and Neighboring States"
Monday, April 17, 1:45-3:15 p.m.
Room 312, Conference Center

Elementary grades--accomplishments and needs. Puerto Rican Studies at area colleges and universities. Staff development for bilingual and bicultural programs--state and regional needs for the training of teachers, paraprofessionals, etc.

Moderator: Thomas Kelly, College of Education, The Pennsylvania State University

Panelists: Eleanor Sandstrom, Department of Foreign Languages, School District of Philadelphia

Martin Gilderman, Department of Spanish, Temple University

John Searles, College of Education, The Pennsylvania State University

Adjournment: 3:15 p.m.

II. RATIONALE, PURPOSES AND SCOPE

The last several years have seen a steadily increasing interest in Spanish-speaking Americans on the part of Anglo-Americans, as well as a marked growth in self-awareness by hispanos themselves. Yet despite this interest there have been few attempts to gain an overall perspective of the emergence of this important segment of our population. Specific problems--bilingualism in New Mexico, delinquency and the youth culture of New York's Puerto Ricans, or the exploitation of Chicano farm labor on the West Coast--have attracted much attention; however, a number of more fundamental questions are seldom raised. A few examples may be given: What might there be in the nature of hispanic culture that has made integration into Anglo-American society especially difficult for the Spanish-speakers? Just what does a California chicano have in common with a New York puertorriqueño? What are the similarities and differences between the problems faced by hispanos and other minority groups such as blacks and indians? How much does the Anglo American know--and how much should be known about Spanish-speaking residents of this country?

Special programs in "Chicano studies," "Puerto Rican Culture" and the like are rapidly being established at a number of our colleges and universities. While many of these programs are well-thought-out and are achieving their objectives, there is reason to believe that others have been less successful in accomplishing the tasks they have set for themselves.

In view of the foregoing the Latin American Area Studies Committee of The Pennsylvania State University proposes to organize and present a major conference dealing with the entire question of the identity, status and future of Spanish-speaking peoples of the United States. We further

believe that since the groups in question share an historical, cultural, and linguistic heritage with Spanish Americans throughout the hemisphere, it is appropriate that a committee such as ours sponsor this conference.

The project will seek to accomplish several objectives: (a) to bring to a broad audience of educators, at all levels of the educational system, a deeper understanding of the unique background, character, and problems of our nation's largest non-English speaking ethnic group; (b) to acquaint a more general audience of the Pennsylvania State University community, social workers and other professionals, students, and the general public with the special nature and problems of the Spanish-speakers of this country; (c) to determine what specific programs have been developed in educational and governmental institutions to help this group overcome the problems which they face; and, perhaps of greatest importance, (d) to apply the work of the conference by suggesting specific ways in which universities and colleges can help the Spanish-speaking American better understand himself, and be better understood by the non-Hispanic majority.

III. SPONSORING DEPARTMENTS AND AGENCIES

1. The Latin American Studies Committee, The Pennsylvania State University
2. College of Education, The Pennsylvania State University
3. College of Liberal Arts, Center for Continuing Liberal Education, The Pennsylvania State University
4. College of Liberal Arts, Office of Research and Graduate Study, The Pennsylvania State University
5. Department of Political Science, The Pennsylvania State University
6. Department of Spanish, Italian and Portuguese, The Pennsylvania State University

7. Educational Opportunity Program, The Pennsylvania State University

8. Graduate School Lecture Series, The Pennsylvania State University

9. The Pennsylvania Department of Education

IV. SUMMARY OF THE SESSIONS

A. Keynote Address - Summary

Warning that Puerto Ricans and other Spanish-speaking Americans are being forced into a whole subculture of poverty, Congressman Herman Badillo (D-N.Y.) opened the conference by urging that initiatives be taken to move them into the mainstream of American life.

The New York Congressman noted that Puerto Ricans are not concentrated in specific areas as are many other ethnic or minority groups. Consequently, they do not benefit from various programs aimed at assisting one particular neighborhood or geographic area. He observed that large numbers of Puerto Ricans do not reside in one of the 26 poverty areas of New York City and they are not benefitting from urgently-needed assistance in housing, education, welfare and other critical areas. "We must begin to devise comprehensive community-wide programs and get away from the concept of geographic boundaries in order to bring Puerto Ricans, Chicanos and other Spanish-speaking persons into the mainstream of American life," Mr. Badillo stated.

The Puerto Rico-born legislator proposed that Spanish-speaking economic development programs--developed and formulated by Chicanos, Puerto Ricans, Cubans and others to meet the particular needs of their individual peoples--be separately and directly funded by the Federal government. Included in such efforts would be the whole range of economic opportunity programs, assistance for small businesses,

manpower and job training, bilinqual education and economic development. "The 15 million Spanish-speaking Americans have been denied the opportunity to share the benefits of this country on the same basis as other citizens and we have been prevented from fully and equally participating in the political, economic, social and cultural life of this nation," Congressman Badillo charged. "Our governmental institutions--Federal, state and local--must come to grips with the problems of poverty, deprivation, poor education and housing, and disease with which we are confronted."

Congressman Badillo also charged that the educational system has historically discriminated against Puerto Rican youth. "In many instances our children have been forced to attend the older, frequently overcrowded and most inadequate schools," he said. This discrimination is compounded by the fact that many Puerto Rican and other Spanish-speaking children speak little or no English and they are therefore denied equal educational opportunities.

"The inability of Puerto Rican, Chicano and others to properly function in the English language clearly prevents them from full participation in all aspects of our society." As a result of this situation, Mr. Badillo observed, they are denied access to further education and to meaningful employment. "Not only that," he continued, "but, because of a lack of bilingual and bicultural education, they are being cruelly deprived of their cultural identity and an appreciation of our rich heritage." In this connection Representative Badillo reiterated an earlier plea that state and city agencies, in addition to the Federal government, make specific allocations out of their own budgets for the development and operation of bilingual/bicultural education programs. "There is a clear

obligation on the part of state and municipal governments," Mr. Badillo said, "to encourage and support bilingual education programs and the burden must not rest solely with the U. S. government."

The Congressman also charged that governmental officials are insensitive to the needs and aspirations of Spanish-speaking Americans and that no place is this better demonstrated than in the area of employment in the Federal government. Citing statistics which reveal that Spanish-speaking Americans represent less than three per cent of all Federal employees, Mr. Badillo stated that "data clearly demonstrate that a vicious de facto occupational caste system is being perpetuated against the Spanish-speaking in Federal departments and agencies."

Mr. Badillo noted that the President's 16-point program for the employment of the Spanish-speaking was a complete failure and that meaningful progress in the area had not been achieved. "A commitment must be made not only to increase employment opportunities for the Spanish-speaking but also to end certain requirements and features of Federal personnel policies which discriminate against our people."

"The time is long past that Spanish-speaking Americans must endure the second-class status to which we have been relegated," Congressman Badillo said. He observed that the pleas for aid, guidance and understanding by the Spanish-speaking community have generally either gone ignored or have been met with nothing more than vague, meaningless promises and inaction. As a result Puerto Ricans, Mexican-Americans, Cubans and other Spanish-speaking persons have formed various coalitions throughout the country to seek solutions to their own problems and to create an awareness on the

part of the nation's political, business, labor and social leaders, to enlist their support to correct current inequities and to provide meaningful and effective programs.

The first-term Democrat observed that the Spanish-speaking are increasingly becoming united and present an important and viable force in achieving change and urgently-needed reforms. "The Spanish-speaking community is hard at work securing from our national, state and municipal political leaders--regardless of party--the giants of industry, and the heads of unions firm and substantive commitments that we will no longer be the victims of discrimination and bias in housing, education, equal employment and countless other areas." The Congressman expressed some hope that some reforms could be achieved during this election year but cautioned that much remained to be done to insure that the country's institutions no longer callously disregard the plight and needs of Spanish-speaking Americans.

B. Hispanic Identity in American Society: Basic Questions

(1) The first speaker, Professor Rodolfo Alvarez of the Department of Sociology, Yale University, began his presentation by noting the broad similarities which exist between both Mexican-American and Puerto Rican groups. He indicated that the fact that these two major Spanish-speaking groups in the United States are apparently not united is due more to a deliberate effort on the part of the Anglo majority to keep them apart than it is to intrinsic differences between the groups. For example, he pointed out that the Chicano is told that he has nothing in common with the Puerto Rican because the latter is really "black," while the Puerto Rican is led to believe that Mexican-Americans are in effect alien beings by virtue of their Indian blood.

Although there are undeniable ethnic differences in the two groups, Professor Alvarez made the point that the social, historical and economic factors which have shaped present-day hispanos in the United States has in fact provided solid bonds of unity. Alvarez then analyzed several of these factors: both groups are essentially rural by origin rather than urban; both have been victims of political as well as cultural imperialism; both have had to face de facto and legal obstacles in their use of their native language; and both were products of the peculiar religious and political institutions of 16th century Spain.

As one of the few Mexican Americans on the program, Professor Alvarez concentrated the balance of his presentation on sketching out the historical antecedents of the contemporary Chicano community of the Southwest. He pointed out, for example, that the stated rights and guarantees made to the conquered Mexican population in 1848, at the close of the Mexican War, were slowly and steadily eroded so that by the end of the century virtually all people of Mexican origin in the area "were in dependent, non-landed, low-wage, employee positions--even those who had once held commanding social positions." He concluded, "Mexicans became a caste at the bottom of the social structure." Professor Alvarez further stated that contemporary scholars who tend to treat the present Chicano population as if it were composed merely of recent arrivals in this country are perpetuating an erroneous and pernicious concept: "...the fact is that when successive waves of Mexican migrants arrived in the post-1900 southwestern United States they found a large materially dispossessed minority with whom they had language, custom, kinship and all manner of qualities in common, not least of which was that they both occupied the very bottom of the social

structure." Hence, Professor Alvarez concluded, "It does not make sense to view these large early waves of Mexicans as similar to immigrants from other lands..."

(2) The following panelist, Antonio Valcárcel began his remarks by analyzing conditions on the island of Puerto Rico as determinants of Puerto Rican migration to the mainland. He stressed such factors as poverty on the island, economic conditions and employment opportunities in the States as the factors which have influenced the flow of migrants toward the North. In this context Valcárcel pointed out several little-known facts of the early history of U. S. domination of the island: for example, he stated that some of the first workers to leave Puerto Rico were lured by American sugarcane companies to work in Hawaii.

Mr. Valcárcel agreed with the general lines of Professor Alvarez' presentation of the legacy of Anglo-American imperialism. In discussing the events of the late 19th century he stated that the United States intervened in the conflict between Spain and her Caribbean colonies at a time when the military struggle had already been decided against Spain; that the American occupation of Puerto Rico took place after the Spaniards had virtually given up, and that hence the campaign can only be viewed as an example of gross expansionism on the part of this country.

Mr. Valcárcel then directed his attention to the dramatic post-World War II migration of Puerto Ricans into the New York area. In his view, this migration was encouraged by the North American needle trades' need for cheap labor. This industry, he affirmed, was operating marginally and had it not been for the massive influx of Puerto Ricans, it might have collapsed. Related to this large-

scale movement of islanders to the crowded cities of the metropolitan area was the development of densely inhabited ghettos, frequently adjacent to, or part of, the already existing black ghetto. Mr. Valcárcel, echoing a point made earlier by Professor Alvarez, stated that the American dream of upward movement out of the ghetto has simply not come about in the case of "racially identifiable" minorities--blacks, Chicanos, Puerto Ricans, etc.

Mr. Valcárcel then discussed at some length the question of Anglo-American racial attitudes toward Puerto Ricans. He pointed out that to many Americans the Puerto Rican is by definition "black" even though the actual percentage of Boricuas who have clearly black physical features (skin color, hair texture, etc.) is relatively small. Noting the wide range of physical types found in Puerto Rico, he cited his own frequent experience of having Anglo-Americans exclaim, upon meeting him, "But you don't look Puerto Rican!" Mr. Valcárcel concluded his remarks by mentioning some of the differences in the value systems of Northern European cultures as opposed to Mediterraneans or Latins. He suggested that there is little comprehension on the part of Anglo-Americans of the "different" Puerto Rican and Chicano life-style since it reflects, albeit with modifications, the values of Latin culture. To support this view he cited several dramatic cases in which perfectly consistent "Latin" behavior was viewed by non-Hispanic psychologists as abnormal or "aberrant" behavior.

(3) Mrs. Anna López de Stevens, the concluding panelist, spoke chiefly about her personal experiences as a counselor for Puerto Rican students in the Educational Opportunities Program (EOP) at Penn State. In her view, the small number of Puerto Rican students

(approximately 20) at this institution find themselves overwhelmed by the size of the general student body. In response to this situation there is a strong tendency for this minority to attempt to assimilate, to blend into the majority group: "I must not be too different," is the watchword of many of these young Puerto Ricans, Mrs. Stevens reports.

Yet Puerto Rican habits, customs and life styles do persist; and they come to the surface in many small but significant ways--enjoying a dinner of Puerto Rican-style rice and beans, the delight experienced when one discovers another Spanish-speaker on campus, etc. In her remarks Mrs. Stevens constantly emphasized the importance of family ties and family solidarity as defining characteristics of Puerto Rican life. In her final observations, Mrs. Stevens touched briefly on the possible role of Puerto Rican studies as an instrument for increasing Anglo awareness of what is distinctive in Boricua culture. Not only might Puerto Ricans learn more about themselves in such programs, but "the typical American college student" might have his own perspectives considerably broadened.

C. The Hispano and the Educational Establishment

(1) Dr. Bruce Gaarder of the United States Office of Education began his remarks by noting that bilingual education means the use of two languages to teach and to learn all or a significant part of the regular school curriculum. In the U.S.A., this means the addition of another language.

Bilingual education must also be bicultural education, the history and culture of the linguistic minority.

Bilingual education is a means of assuring an effective education to children whose command of English is deficient; it does not, however, neglect English.

Dr. Gaarder stated that the Federal government supports 200 bilingual education projects involving 3,000 teachers. Three million children in the U.S.A. can benefit from bilingual education for which 50,000 teachers are needed. Mexican-American, Puerto Ricans, and American Indians clamor for bilingual education.

Bilingual teachers should be trained at the undergraduate level Gaarder maintains. Of all the Spanish surnamed persons now teaching in the schools, not more than 3,000 could be converted to bilingual teachers. Bilingual teachers must be native or bilingual speakers of both languages. They should have a knowledge of history and culture of both languages. They should have the skills to work with children. They need a knowledge of the nature of language and language learning. The education of these teachers should take place in both languages.

Bilingual education is a pedagogical and a sociological innovation. It is quite possible that bilingual education might not be supported outside the school. Anglo children need not be involved in bilingual education.

Teacher training institutions must be committed to bilingual/bicultural education and must work with the school, Dr. Gaarder concluded.

(2) The following panelist, Dr. Joseph Michel of the University of Texas, announced that he would direct the major portion of his remarks to what may be considered three strongholds of the educational establishment: 1) the State Departments of Education, 2) the actual administrative system as it is (superintendents, curriculum developers, principals, etc.), and 3) higher education.

Dr. Michel began by speaking of his own state and its commitment to bilingual education. He noted the long history of strong opposition to the use of Spanish (except as a foreign language) in Texas schools, but pointed out that things are finally changing. As evidence of these changes he referred to the recently adopted Statewide Design for Bilingual Education (see Appendix C). Although the enabling legislation for statewide bilingual education has been adopted, Dr. Michel cautioned that funding for these programs has not yet been fully provided.

Turning to the second aspect of the educational establishment--the administrative situation as it actually exists--Dr. Michel was sharply critical of the kind of personnel that have usually been associated with special programs for migrant workers' children, indigent children, and by extension, Mexican American children attending regular mono-lingual schools, In a word, Michel stated that the principals and supervisors "are our biggest problems."

The establishment of bilingual education at the present time is further complicated, Dr. Michel observed, by a lack of clear guidelines in three areas: certification, testing, and "accountability." Regarding the first of these, reasonable standards for deciding on the specific qualifications of the bilingual teacher must be set up. As for testing, the obvious problem is that the usually accepted instruments for measuring such things as reading and other verbal skills are based on the English language and Anglo-American cultural values. New tests, which take into account not only Spanish as a language but also the unique cultural situation of Spanish-speakers living in an anglo environment, must be devised. Finally, the current emphasis on "accountability"-- the precise measurement of the effectiveness of the time and money invested in

education--becomes extremely difficult to cope with in the context of newly developing bilingual programs. Dr. Michel fears that the growing demand for immediate, economical "results" may inhibit the development of relatively new and partially experimental programs such as those in bilingual education.

In his closing remarks, Dr. Michel concentrated on matters relating to higher education's role in bilingual education. He briefly described the University of Texas' programs for training bilingual teachers. At the University of Texas' Foreign Language Education Center, the unit which Professor Michel directs, an undergraduate as well as a Masters' program for training bilingual teachers exist. The key components of the program include work in English language, Spanish, Cultural Studies, Methodology, Applied Linguistics, and Practice Teaching in a bilingual setting. Michel stressed the need for further development of pre-service training throughout the country, since in-service training as a rule tends to be haphazard and ineffective.

Before concluding, Dr. Michel, noted that in his presentation, as well as in that of the other panelists, the important area of bilingual-bicultural education at the Jr. and Sr. High School levels had been barely mentioned. This omission, he stated, is serious and is also indicative of the fact that at present our emphasis has been almost entirely upon what happens in the grades and what happens in higher education (teacher training). The problems of bilingual groups inbetween these levels--i.e., Jr. and Sr. High School--must be dealt with if bilingual education is to develop along coherent, well-articulated lines.

(3) The concluding panelist, Eduardo Seda Bonilla, Director of Puerto Rican studies at Hunter College of the City University of New York, began his remarks by pointing out that there is a danger in talking about bilingual and ethnic education without fully understanding its rationale. Bilingual-bicultural education is only meaningful if we accept cultural pluralism rather than the traditional "melting pot" theory of North American society.

Perhaps the most important function of university-level Puerto Rican studies programs is to dispel the essentially racistic stereotype of the Puerto Rican held by the anglo and quite frequently by the Puerto Rican himself. In the past, this stereotype has lead people to believe that the Puerto Rican was intellectually inferior, and would do well to seek employment only in low-status, manual-type occupations. Even educators have helped maintain this false image--often by assuming a condescending "white man's burden" attitude toward Puerto Rican students.

Professor Seda spent considerable time discussing the pitfalls of superficially instituted "ethnic"--and specifically Puerto Rican--studies programs. Frequently, he noted, the pressure for such studies comes from students who are political activists but not necessarily academically sophisticated. Administrations, in order to "avoid trouble" rather than because they really are convinced of a need, readily agree to the student activists. Academic officers then hasten to approve these shoddy programs and also to permit poorly prepared teachers to function in key positions. This kind of ethnic studies program quickly gets a reputation on campus for being "Mickey Mouse"--its obvious academic inferiority only serves to confirm the racists' stereotype of general Puerto Rican inferiority.

Hence, Professor Seda, argued, it is essential that Puerto Rican studies programs be staffed by highly competent experts--people who really know how to teach language, culture, etc. The mere fact that one is a Puerto Rican and devoted to the concept of Puerto Rican identity is not, in itself sufficient qualification for teaching in these programs. Moreover, the content and design of the program must conform to high academic standards if Puerto Rican studies are to be respected on our campuses.

D. Bilingual and Bicultural Programs in Pennsylvania and Neighboring States

(1) Mrs. Eleanor Sandstrom, Coordinator of Foreign Languages for the School District of Philadelphia. Mrs. Sandstrom's discussion began with the fact that soon after the passage of the Bilingual Education Act (Title 7 of the Elementary-Secondary Education Act) the Pennsylvania State Public School Code was amended to read that basic subjects could be taught in the schools in a language other than English. She indicated that until 1969 the code mandated that all basic subjects had to be taught in English. She also announced that a memorandum has been sent out from the State Commissioner of Education, Dr. John Pittenger, to all school administrators stating that any school district with twenty children or more whose dominant language is not English should have special programs in bilingual education provided for them. Guidelines for such programs have been developed by a taskforce directed by Mr. Donald Jenkins.

Mrs. Sandstrom went on to clarify the term "Bilingual Education" by stating that in most of the programs in Pennsylvania this term means instruction in two languages for all children. In addition there exists instruction in two languages for children whose dominant language is Spanish. She added that guidelines for these and alternative programs will soon be available.

She indicated that there exists continuing criticism of bilingual education by those who say that all that needs to be done for these children is to sit them down in an English-speaking class and English will rub off on them. Mrs. Sandstrom strongly disagrees with this position and stated that such students will either turn off what is being said or will become a disturbing influence. She went on to state that the way to reach these children and help them attain their potential is to educate them in their mother tongue along with the dominant language of the community in which they live.

She stated that there are guidelines which define English as a Second Language and differentiate it from English as a Foreign Language. ESL is instruction in a foreign language or in a language other than the mother tongue for survival in the community in which the person finds himself. EFL is a cultural enhancement and an educational experience.

Mrs. Sandstrom pointed out that in the city of Philadelphia there are several different kinds of programs going on in the different areas. In addition to bilingual education in the lower elementary grades of the public schools, there are ESL programs in conjunction with the parochial schools. The parochial schools this year have developed their own bilingual readiness programs. There are Model Cities Reading Skills Centers which are addressed to monolingual English-speaking students and also to bilingual students, that is, students who don't speak English at all or only in a limited way and who need supportive help in reading in their mother tongue. And there are programs for out-of-school youth and adults.

Philadelphia has developed curriculum for bilingual education at all grade levels. But it was emphasized that there was great difficulty in getting these programs started. It is, of course,

first necessary to convince the authorities that there is a need for such programs. There is often much antagonism to these ideas. And it was stressed that some of the antagonism comes from Spanish-speaking parents themselves. Not every Cuban and Puerto Rican parent wants his children instructed in Spanish. Finally, Mrs. Sandstron underlined the need for serious research in the area of bilingual programs. She spoke of instance in Philadelphia of the administration of the California Reading Test to second graders in which the anglo students had spent half their time learning in Spanish. The results of this test indicated that reading scores in English were the highest ever attained in that school.

(2) Dr. Martin Gilderman, Department of Spanish, Temple University. The first part of Dr. Gilderman's report was devoted to a survey of Puerto Rican studies programs in the Delaware Valley and some other Pennsylvania schools. He found that the most ambitious program to come to his attention was the one at the Livingston Campus of Rutgers University which offers a major in this area and includes work in Sociology, Political Science, History, Economics, Literature, and Social Work. The second most ambitious program was that of West Chester State College which offers a B.A. in Latin American Studies and an inter-departmental M.A. in English as a Second Language. Dr. Gilderman indicated that in his own school, Temple University, a committee on Puerto Rican studies in the College of Liberal Arts has recommended the establishment of special sections of classes for Puerto Ricans to be taught by special instructors. It has also recommended that funds be allocated to provide Puerto Rican tutors for Puerto Rican students and that special arrangements be made with the English Department for students to move into the English program

at any time, even mid-semester. Temple plans to offer such courses as Economic Problems of Puerto Rico, Socio-historical Interpretation of Education in Puerto Rico, Survey of Puerto Rican Literature, and Caribbean Literature. Although Haverford College has no courses in this area, it offers one scholarship per year to a student from Puerto Rico. Students from St. Joseph's College go into Puerto Rican sections of Philadelphia to serve as tutors. The University of Pennsylvania offers one course in Political Science of the Caribbean. In the rest of the State of Pennsylvania, Lock Haven State College and the Pennsylvania State University offer a B.A. in Latin American Area Studies. Misericordia College plans to do so in 1972-1973. Other colleges seem to range from either very limited to no offerings in this area.

In the second part of his report, Dr. Gilderman shared with conference participants his impressions as an anglo professor who teaches Puerto Rican literature to natives and non-natives. Dr. Gilderman's preparation was not in this area and it was a great challenge to him when he was asked to teach such courses. He set to work preparing an abundance of material for his first courses, but soon found that he couldn't prepare enough. His students can take all that he has to give and still demand more. Discussions in his courses can usually be characterized as very controversial and he finds that he gives himself freely to arguing with and challenging his students as well as to being challenged by them.

(3) Remarks that never got made by John E. Searles: (Due to illness Dr. Searles was unable to present his report in person at the conference.)

The situation of Spanish-speaking people in the schools is one on which we must shed more light and less heat. If education is to mean anything outside of the walls of the school, it must strive for rational understanding within the walls of the school. And it is understanding which sheds light.

The Spanish-speaking student brings more than the Spanish language to the classroom. He comes as the product of a complex and honorable culture; understandably he will wince when he hears a history teacher blithely announce that the first Americans landed on these shores in 1607 when he knows that his people had been in Puerto Rico, Florida and New Mexico for years before that. It really does not show much understanding of either American history or Americans when a teacher says that.

This culture brings with it a certain contribution to what might be called the culture of the classroom as well as bringing its own learning style. Unfortunately we do not know as much about these two ideas as we should. Schools have been regarded as melting pots at best and probably middle-class training grounds most frequently. It has only been in the last few years that a concerted effort has been made to view the schools as a place for learning of diversity rather than uniformity. As schools move to the acceptance of diverse cultures, they will have to make their essential decisions on rather precise knowledges of the learning styles shaped by the cultures as well as the culture of the classroom itself.

We do not know much precisely about these two phenomena but we know some general things and we know, most importantly, what to look for in the necessary investigations. I hasten to say, for the sake of accuracy, that while we know what we are looking for we have little idea of what we will find.

Let's look at these concepts a bit more closely. A class of students as a group which works together with varying degrees of efficiency for a nine-month period, develops its own culture with a unique language, verbal and visual, unique customs, unique rituals. Students learn this culture and can accommodate their own culture to it. This accommodation is sometimes eager, often reluctant and sometimes does not happen at all. When these rules, rituals and languages are derived from a larger culture which is quite foreign, accommodation, however, willing, is hard to come by. But what are some of the characteristics on which the cultures can differ? One is on the use of space. To the Latin, the American walks around with about a foot of air space around him which is violated only on the occasion of shaking hands. Casual, accidental bumps are the occasion for much apology. The Latin concept of space, on the other hand, does not include this envelope and frequent embraces are the rule. How often has an Anglo teacher or student thought the Spanish-speaking child to be rude when he hasn't apologized for a bump which is normally expected in the traffic of a crowded school?

Another characteristic of culture which is held differently in the two cultures is the regard for time. The Latin is not tyrannized by time and punctuality is more a coincidence than a virtue. The gulf of the difference is shown by a handbook on the teaching of Spanish-speaking students sent to the teachers in a large city district which should be grateful for the anonymity given in this report. "The first thing these students must be taught is punctuality if they are to succeed in these schools."

Another cultural characteristic lies in the sense of the self. The image of the male and the image of the female is startlingly different in the two cultures and the free-wheeling use of the word

Macho by the women's liberation movement has done little to ease the barrier. A sense of individualism on the part of the Latin causes him to feel that the group exists for him rather than that he exists for the group.

A strong sense of the family (which may mean attending a family function rather than doing homework), a genuine politeness (which has been taken for obsequiousness) and a regard for elders are other characteristics of the Latin child.

The culture conflict can be exemplified by a situation which is almost a cliche. A Puerto Rican child, when talking to the teacher, looks at her feet as he has been taught to do in his culture. He is called "sneaky" by that teacher because he is not looking her in the eye as her culture demands of two persons in conversation.

Perhaps we know more about the cultural differences than we account for in the classroom operations but we are just beginning to discover that the culture binds the learning behavior into particular styles. We do not know enough yet to define these styles but we do know enough to be able to say with all sincerity that there is no monolithic, over-riding pattern of learning behavior that says that a teaching method will work for all. To put it bluntly: How can the rather instantly hallowed inquiry method work for a culture which denies discovery by treating the unknowns as something to be revealed in good time rather than to be discovered?

There are many more instances of these cultural differences which affect the classrooms. There is much to be probed in learning styles. It is in these areas that we must find the knowledge on which to base the necessary understanding between the cultures.

V. RECOMMENDATIONS

(Prepared by the conference report committee.)

The Commonwealth of Pennsylvania, despite significant activity in certain locations--notably Philadelphia--lags behind the older centers of Spanish-speaking population in developing adequate programs to meet the needs of the hispanohablante. Since the conference described in the report has been focused primarily on the role of educational institutions in solving problems related to this group we shall confine our recommendations to the area of education.

After considering carefully the remarks made by the various speakers, the questions raised during the discussion periods and the documents made available to the committee by the panelists we recommend:

1. That there be established in this Commonwealth clearly defined programs to prepare teachers in the general area of bilingual education with specific emphasis on Spanish speakers.
2. That research aimed at clarifying the many problems associated with bilingualism, bilingual education, language acquisition, and bilcultural education receive greater support in the Commonwealth.
3. That bilingual education programs be further expanded in those areas of Pennsylvania where they are needed.
4. That every effort be made to provide, from some central source, the latest information and current materials relating to bilingual education.
5. That special training programs be established at the college and university level for increasing language competency in Spanish of professionals in the areas of education, social work, law enforcement, public health, etc. Such programs should also aim at increasing the trainees' awareness of the distinctive nature of Hispanic culture.

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B. Puerto Rican Studies Programs in the Delaware Valley

I. Livingston College--Rutgers, the State University, Piscataway, N. J.

Director--María Josefa Canino

Major on the Undergraduate Level

2 Full-time Faculty for 1971-1972 Academic Year
3 Full-time Faculty for 1972-1973 Academic Year

Current faculty includes: Professor Carlos Pinero, Professor Luis Nieves Falcón (currently studying the social plight of agricultural workers in New Jersey), Lillian Cotto, sociologist from the University of Puerto Rico, Ralph Ortiz, paintor and sculptor.

Course offerings: 18 courses in following disciplines: Sociology, Political Science, History, Economics, Literature, and Social Work. There is a one-year course in Puerto Rican Literature and "La poesía de protesta de Latinoamérica" will be offered next year.

II. West Chester State College, West Chester, Pa.

1. A Bachelor of Arts in Latin American Studies.
2. A 50-student Puerto Rican-Continental bilingual school program in grades 5-6 in the Demonstration School, Learning Research Center.
3. A Master of Arts in English as a Second Language (ESL) on an Interdepartmental basis, Spanish and English.
4. In the process of developing undergraduate and graduate programs to train bi-lingual and ESL teachers.
5. The School of Social and Behavioral Sciences has a summer program in Puerto Rico, largely geography and economics.
6. The Educational Development Center, WCSC, is the designated State agency for bilingual education. (Dr. E. V. Landin, Director). They are currently directing the development of State guidelines for bilingual education.

7. There have been summer programs for Puerto Rican and Colombian children.

8. Librarians are trained in conversational Spanish.

9. A Vocational Education Grant to develop audio-visual ESL materials for non-English-speaking adolescents.

III. Temple University

Committee on Puerto Rican Studies of the College of Liberal Arts is headed by Professor Clement G. Motten.

Recommendations of the committee already in effect:

1. The establishment of a special section of the Elect classes for Puerto Rican students.

2. That this section be taught by a person with special knowledge of the English language problems of Puerto Rican students.

3. That Funds be allocated for a Puerto Rican tutor for Puerto Rican students and that nominations for this tutorial post be submitted by the Federation of Puerto Rican students.

4. That arrangements be made with the English department so that Puerto Rican students graduating from Elect will be able to move into special sections of the basic English courses at any time, even mid-semester, thus making it possible for them to complete the course work within the semester without losing any credits or tuition money.

That there should be established a special course in Spanish to give Spanish language support, comparable to Elect in English, for Puerto Rican Students.

Recommendations approved in principle:

New courses to be offered according to the following schedule:

Fall 1972: A Survey of Puerto Rico
Social Class and Social Change in Puerto Rico

Spring 1973: A History of Puerto Rico
Economics of the Ghetto

Fall 1973: A Survey of Puerto Rico
Economic Problems of Puerto Rico

Spring 1974: Government and Politics of Puerto Rico
The peoples of Puerto Rico

Fall 1974: A Survey of Puerto Rico
Rural-Urban Migrations in Puerto Rico

Spring 1975: A Socio-Historical Interpretation of the Educational System in Puerto Rico

Field Work in a Community Agency Program in a Puerto Rican Community

Courses now offered at Temple include:

Spanish 239: Lecturas Puertorriqueñas
Spanish 289: Cultura Puertorriqueña
Spanish 329: A Survey of Puerto Rican Literature
Spanish 349: 20th Century Puerto Rican Authors
Spanish 389: Caribbean Literature

Dr. Inika Cunningham, Department of Sociology teaches a course in Sociology dealing with the Caribbean.

IV. Haverford College, Haverford, Pennsylvania

1. A scholarship is offered to a Puerto Rican student from the Island. This scholarship pays all tuition and travel for up to four years.
2. One scholarship is given per year.
3. There are now 8 Puerto Rican students on campus.

V. St. Joseph's College, Philadelphia, Pennsylvania

1. A course in "Third-World Cultures in the U. S." taught by the Department of Sociology.
2. Volunteer Student Tutorial Program

   St. Joseph students go to North Philadelphia to tutor Puerto Rican High School students, sometimes on a one to one basis.
3. The Latin American Studies Program

   Founded in 1960, it has 125 students. There are 6 non-language

courses in such areas as History, Sociology, Political Science, Economics, etc. There is a Junior Year in Mexico for one semester.

VI. The University of Pennsylvania

Professor Henry Wells offers a course in Political Science of the Caribbean. Latin American Studies major was abolished in the 1960's.

C. A Statewide Design for Bilingual Education, Texas Education Agency

Texas Education Agency - Goals of Bilingual Education for Texas Schools

Primary Goal

The primary goal of Bilingual Education is successful achievement by the student of the goals of the educational process, using two languages, developing proficiency in both, but acknowledging English as the basic language of instruction in all schools and assuring its mastery by all pupils in the schools.

Complementary Goals

In order to make progress toward this primary goal, the following complementary goals should be sought:

1. Educational success on the part of the non-English speaking student, through permitting him to learn in his first language while he is learning to function successfully in English.
2. Continued development by the non-English speaking student of his first language as he is learning to function successfully in English.
3. Continued development on the part of the English speaking student of proficiency in a second language.
4. Increased recognition by the total community (parents, teachers, administrators, students) of the importance of bilingualism and its contributions to better understandings among the peoples of our society.

Coordinate Goals

The above goals refer to the end products to be sought in terms of the development of students. In order for these goals to be reached, coordinate goals of Bilingual Education are that the local school districts:

1. Provide an environment conducive to learning.
2. Develop an effective program that will give each student an opportunity to make progress toward these goals.
3. Appraise the student's level of development of language, concepts, and experiences (exercising care to avoid testing the student in his second language until he has sufficient control of the language so that his true verbal abilities can be measured).
4. Have available sufficient numbers of personnel qualified to conduct the program.

Texas Education Agency - Priorities for Bilingual Education in Texas Public Schools

Texas is made up of 26 ethnic and national groups which have contributed to its development. Among these, the largest number of non-English speakers are the speakers of Spanish. Therefore, it is appropriate that the initial focus of the bilingual education program be upon Spanish and English. In the future, bilingual programs may be developed in ethnic and national areas other than Spanish as they are needed and desired.

This initial priority focus on Spanish and English is not intended to apply to programs of instruction in foreign languages. Bilingual Education programs should not be regarded as replacements of these types of programs of instruction in foreign languages. Both of these types of programs should continue to be emphasized, each having related but distinguishable objectives.

The following are priorities for the implementation of effective Bilingual Education programs in the schools of Texas, in order of their urgency.

First Priority: A Bilingual Education program should be provided for all children entering school for the first time who speak little or no English.

Second Priority: A Bilingual Education program should be provided for all children in the primary grades who have not been able to master the English language.

Third Priority: For those children in the middle and upper elementary grades who have not been able to master the English language and attain success in learning curriculum content, bilingual instruction should be given.

Fourth Priority: For those students in secondary schools who have not been able to master the English language and attain success in learning curriculum content, bilingual instruction should be given.

Fifth Priority: Instruction for students at all levels who do not have difficulty with English, whether they are native speakers of English or native speakers of Spanish, should include the following components:

- language development in English and Spanish
- the concept of the confluence of cultures

The language development in this priority goes beyond the customary foreign languages programs.

Bilingual Education

Bilingual Education is a program developed to meet the individual needs of each child and is characterized by the following components:

I. The basic concepts initiating the child into the school environment are taught in the language he brings from home.

Orientation to the classroom code of behavior and patterns of social interaction with his peers are developed by drawing from the child's resource of experiences and concepts and language which he has already learned in his home environment.

II. Language development is provided in the child's dominant language.

The sequential development of the four language skills, i.e., listening, speaking, reading, and writing, is continued in the language for which the child has already learned the sound system, structure, and vocabulary. This is exactly the same approach which has been used in the past. The only difference is the use of the dominant language of the child whose first language is not English. With this one change the child begins developing the skills with the use of his first language without having to wait until he learns his second language.

III. Language development is provided in the child's second language.

By utilizing second language teaching methodology, i.e., teaching the listening and speaking skills by use of audiolingual instructional techniques prior to teaching the reading and writing skills, the child immediately begins to learn a second language. For the English-speaking child this instruction is in the language of the other linguistic group involved in the program and, of course, English is taught to the child who comes from a non-English speaking environment. Unique about this component of the program is the fact that the child does not have to re-learn language skills. He has only to transfer these skills learned in his first language to the second language.

IV. Subject matter and concepts are taught in the child's dominant language.

Content areas which are considered to be critical to the intellectual and emotional development of the child and to his success in the school environment are initially taught through the use of the child's first language, thereby permitting and encouraging the child to enter immediately

into the classroom activities, drawing from all his previous experiences as a basis for developing new ideas and concepts.

V. Subject matter and concepts are taught in the second language of the child.

Since no language can be taught in a vacuum, content areas are also taught in the second language, providing the vocabulary and concepts which are needed for communication while the second language is being learned. Initially the number of ideas and concepts are necessarily few due to the limitations imposed by the amount of language the child controls. The teaching techniques are audiolingual in order to insure the development of listening and speaking skills. As the child's second language ability develops, more and more content is included and the other skills, reading and writing, are incorporated.

VI. Specific attention is given to develop in the child a positive identity with his cultural heritage, self-assurance, and confidence.

The historical contributions and cultural characteristics identified with the people of both languages involved are an integral part of the program. Both the conflict and the confluence of the two cultures are presented in the social development of the State and nation in order to create an understanding and appreciation of each in a positive rather than negative sense.

By providing the opportunities for successful participation and achievement, the child is encouraged to develop acceptance of himself and of others through social interaction.

This is a Revised Statewide Design for Bilingual Education approved by the State Board of Education on June 5, 1971. This revised design takes the place of the one approved by the Board November 11, 1968.

This design will constitute a uniform basis for all bilingual activities of the Texas Education Agency. Such activities include:

- Bilingual programs based on State Statutes Articles 2654-1d and 2893, Vernon Civil Statutes.
- Bilingual activities in Title I, Title I Migrant, and Title III, ESEA programs.
- Projects under Title VII, ESEA.
- State Accreditation Standards.
- Multicultural curriculum guidelines required by Court Order.

If you need more information or assistance, please write or call Dr. Severo Gomez, Assistant Commissioner of Education, Office of International and Bilingual Education, Texas Education Agency, Austin, Texas 78701. Telephone: Area Code 512, 475-3651.

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